DOCUMENT RESUME

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ABSTRACT

This curriculum guide and workbook for grades one through six focus on self-understanding and career awareness. Eight pages are included in the student workbook. The title page helps students to become aware of the Canada Career Week symbol. The second page asks students to compile a personal profile. The third page asks students to identify personal interests and the fourth asks students to identify individual abilities and relate them to a positive self-concept. The fifth page focuses on helping students to recognize that personal skills learned now can be used in their future world of work. The sixth and seventh pages ask students to identify personal work roles at school and at home. The eighth page focuses on helping students to become aware of specific careers. The teacher guide lists objectives, activity suggestions, and evaluation questions for each page. (ABL)

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My Passport

to the World of Work

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All About Me

Name _____ Age _____

School _____ Grade _____

Eye Colour _____ Height _____

Hair Colour _____ Weight _____

Interests

I like to . . .

Abilities

I am good at . . .

When I am able to do things well, I feel . . .

Personal Skills

I am learning how to . . .

The World of Work

At school I . . .

7

The World of Work

At home I . . .

The World of Work

I am learning about careers.

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TEACHER GUIDE
to accompany
My Passport to the World of Work

My Passport to the World of Work relates closely to the Life Careers theme of the Elementary Health Curriculum.

Page	Topic	Life Careers Sub-Themes
1	My Passport to the World of Work	(title page)
2 3 4	All About Me Interests - I like to... Abilities - I am good at...	Self-Understanding
5 6 7	Personal Skills - I am learning how to... The World of Work - At school I... The World of Work - At home I...	Career Awareness, Planning and Preparation
8	The World of Work - I am learning about careers	Life Careers

The student masters for the passport are designed to be used by all students from grades one through six, including those with special needs. Teachers are encouraged to choose activity suggestions appropriate to the developmental level of their students. By making those decisions before photocopying and assembling the student passports, teachers can modify the blackline masters.

Teachers may also customize the passport by choosing the number of copies of each page to include in the student passports for their own classes. For example, using several career information pages would encourage students to become aware of more than one career.

Career awareness is the goal of career development programs for elementary students. Classroom teachers can ensure that positive attitudes toward non-traditional careers and the world of work are fostered in all students.

TITLE PAGE: My Passport to the World of Work

Objective: Students will become aware of the Canada Career Week symbol.

Activity Suggestions:
1. Teachers will explain the concept of a passport; this passport traces a journey toward the world of work.
2. Teachers will explain the Canada Career Week Symbol:
   - A continuous path moves toward a career.
   - It has different directions over time.
   - The arrow points to a career.
   - A human figure is at the centre.
3. Teachers will assist students to look at the passport pages, and suggest some of the directions or components (e.g. interests, abilities, skills).

Evaluation: Can students explain the four parts of the Canada Career Week symbol?

PAGE 2: All About Me

Objective: Students will compile personal profiles.

Activity Suggestions:
1. Students will complete the factual information. Metre sticks and scales should be available. Grade one students may be assisted by pairing them with students from an older grade.
2. Teachers will select an activity appropriate for the grade level. Students could each:

- Draw pictures of themselves. Younger students could make whole-body, crayon line drawings. Older students could sketch detailed head and shoulders self-portraits.
- Mount a collection of snapshots of themselves.
- Write a short autobiography and glue it in the space. Younger students could print on interlined paper. Older students could use a word processor.
- Write a resume. Suggested headings would be: education, personal qualities, hobbies, interests and past experience.

Evaluation: Did students complete a personal profile?

PAGE 3: Interests - I like to...

Objective: Students will identify some personal interests, activities and hobbies.

Activity Suggestions:
1. Teachers will choose media appropriate to their grade level: labelled drawings, a collage of cut-out pictures and words, lists of interests or written paragraphs.
2. Students could divide the space into four quadrants and label them:
   - at home
   - at school
   - with friends
   - with family.
3. Older students could use graph paper to make a bar graph of the number of minutes spent on each interest in a week.

Evaluation: Did each student identify three or more personal interests?

PAGE 4: Abilities - I am good at...

Objective: Students will identify some individual abilities and relate them to a positive self-concept.

Activity Suggestions:
1. Younger students could choose one of their abilities, complete the sentence and illustrate it.
2. Older students could write a paragraph about one of their abilities, describing a time when that ability was useful and the outcome of their real-life example.
3. Students could divide the page in half and list their abilities as related to home and to school. Ideas could include: sports, music, dancing, babysitting, school subjects or skills - such as listening, communicating and making decisions.
4. Teachers may assist students to expand their vocabulary of "feeling words" through a brainstorming activity.

Evaluation: Did each student identify at least one individual ability and choose positive words to describe his or her feelings?

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PAGE 5: Personal Skills - I am learning how to...

Objective: Students will recognize that personal skills learned now can be used in their future world of work.

Activity Suggestions:

1. Teachers will lead a discussion and list on the chalkboard some personal skills, worded appropriately for grade level. Examples might be:
   - Getting to school on time: Punctuality.
   - Working with others: Cooperation
   - Being polite: Courtesy.
   - Starting to work by myself: Self-motivation.
   - Keeping my desk tidy: Organization.
2. Students could choose one personal skill, complete the sentence and illustrate it with two pictures, showing a student and an adult demonstrating the skill.
3. Older students could develop a list of their own personal skills and then interview an adult to find out how these skills are useful in job settings.

Evaluation: Did each student identify at least one personal skill that could be transferred to a future career?

PAGE 6: The World of Work - At school I...

Objective: Students will identify personal work roles at school.

Activity Suggestions:

1. Teachers will choose an activity appropriate to the grade level. Students could each:
   - Complete the sentence and draw a picture of themselves in the role of student worker.
   - Divide the page in half and list the work they do as students in two categories:
     - Work I Do as a Learner
     - Work I Do as a School Helper.
   - Identify four tools that they used in their job (e.g. pencil, eraser, calculator, computer/word processor). Divide the page into quarters and in each segment complete the sentence and draw themselves working with the tool.
2. Students may wish to collect any stamps, stickers or written comments about their work during Canada Career Week. These could be displayed on this page of the passport.

Evaluation: Did each student identify at least one example of work he or she does at school?

PAGE 7: The World of Work - At home I...

Objective: Students will identify personal work roles at home.

Activity Suggestions:

1. Teachers will provide class discussion time, in which students will generate ideas.
2. Teachers will choose an appropriate activity for the grade level:
   - Younger students may choose one job they do at home, complete the sentence and illustrate it.
   - Students could each list the jobs they do at home, and then categorize them into two groups:
     - Work I Do Independently
     - Work I Do With Others

     For example, students might be responsible for tasks such as feeding the dog, tidying a bedroom, or setting the table, but work with an adult to weed the garden or wash windows. Younger students could illustrate and label one idea for each category. Older students could compile lists or write paragraphs.
   - Students could trace their work history at home, either pictorially or in written format. Each student could identify work he or she did as a toddler, a pre-schooler, and at various other ages.

Evaluation: Did each student identify at least one job he or she does at home?

PAGE 8: The World of Work - I am learning about careers.

Objective: Students will become aware of specific careers.

Activity Suggestions:

1. Teachers may choose career themes suitable for their students. Ideas include:
   - Work that students have seen their parent(s) doing
   - Jobs done by various workers in school
   - Jobs done by community workers
   - Unpaid work (e.g. homemaker)
   - Volunteer Work
   - Non-traditional roles for males and females
   - Careers related to each student's abilities, interests and skills
   - Career changes and transferable skills
   - Career classifications (e.g. jobs related to working with things, ideas or people).
2. Teachers will again choose appropriate media for their students to record information: drawings, cut-out pictures, collages, word labels, point-form lists, or paragraph reports.

Evaluation: Did each student gain awareness or knowledge about one or more careers?

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